

# EYFS

## Curriculum Intent:

**Our Rainbow Curriculum provides a bespoke, engaging and ambitious start to children's learning. Rooted in curiosity and exploration, it supports children to develop into confident, articulate learners with high aspirations. The curriculum is carefully planned and sequenced in line with the EYFS framework to ensure children develop strong foundations across all areas of learning. We place particular emphasis on communication and language, early reading and vocabulary development, recognising that reading underpins all future learning. Through purposeful play, high-quality interactions and meaningful experiences, we support children to develop resilience, independence and wellbeing.**

## Curriculum Vision:

**Our vision for the Early Years Foundation Stage is to provide every child with a positive, secure and meaningful start to their school life. We aim to build strong foundations that enable children to develop into confident, independent and resilient learners. Through a nurturing and stimulating environment, children are supported to develop curiosity, independence and the confidence to take risks in their learning. We prioritise personal, social and emotional development, helping children to build positive relationships and develop key social skills such as cooperation and respect. By recognising and celebrating each child's strengths and achievements, we nurture confidence, resilience and a sense of pride, enabling children to work towards their own goals and develop a lifelong love of learning.**

**I have proudly been the EYFS Champion at Parish for several years. I have a genuine passion for all aspects of EYFS. I want to inspire lifelong learning through a broad and engaging curriculum, new learning experiences and an interactive learning environment for children to develop their skills and broaden their knowledge. I have played an active role in developing the EYFS curriculum and environment and I have successfully completed NPQEYL.**



## Curriculum Sequencing:

**In EYFS, our curriculum has been carefully planned and sequenced so children learn essential knowledge and build skills progressively over time. It has been devised carefully to ensure it develops children knowledge and deepens understanding. The curriculum has been developed to reflect child development stages, starting from what children know and can do and building on concrete experiences. New learning concepts are planned for to strengthen previous learning. There are clear end goals identified within the EYFS Framework for each prime and specific area of learning and the sequence of learning works towards these goals. Children will learn through teacher led inputs, small group activities and the classroom environment. Learning is embedded and consists of repetition and practise. Revisiting concepts to maximise children's retention of new knowledge and practise to deepen understanding.**

*EYFS - Subject Champion*

*Miss Duggan*



## *Pedagogical Approach:*

**Our approach to teaching and learning is supported by Rosenshine's Principles of Instruction (Review, Check for understanding, Provide Models, Provide Scaffolds, Guide practice). Our art lessons follow a 'QUEST approach' ensuring consistency across school. Beginning with a question to answer, this is even introduced in Reception and ensures consistency in teaching and learning.**

**Each unit also has a knowledge planner with the specified sequence of learning. With each lesson containing opportunities to build upon knowledge and skills with children given the opportunity to routinely orally retrieve key substantive and disciplinary knowledge. Whole-school links to our curriculum intent are also made ensure our 'Rainbow Promises' permeate throughout our teaching and learning.**

**In addition to sequencing using knowledge planners (ensuring successful curriculum implementation), bespoke knowledge organisers for pupils also provide metacognitive support.**

## *Transferrable Concepts:*

**Transferable concepts in the Early Years Foundation Stage (EYFS) are about developing skills and knowledge that children can use in different contexts, not just in the classroom. These concepts build the foundation for lifelong learning and enable children to apply what they've learned in various situations.**

## *Curriculum Progression:*

**Children learn and develop in different ways and at different rates. The 7 Areas of the curriculum, as set out in the EYFS, are equally important and interdependent. They are split into areas which are:**

### **Prime Areas**

- **Communication and Language**
- **Physical Development**
- **Personal, Social and Emotional Development**

### **Specific Areas**

- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive Arts and Design**

**We aim to deliver all the Areas of Learning through planned, purposeful play, with a balance of child initiated and adult led activities, as guided by the Statutory Framework for the Early Years Foundation Stage which states In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice.**



# Our Rainbow Promises in EYFS:

## Resilience and Perseverance:

**In EYFS, resilience and perseverance are crucial for children development, helping them navigate challenges and build confidence. These qualities are fostered through supportive environments, positive reinforcement and opportunities to practise problem-solving. Through play-based learning, they learn to keep going when tasks are tricky, solve problems independently, and bounce back from setbacks.**

## Articulate Learner:

**In EYFS, articulate learning are nurtured through strategies that scaffold communication and creativity. We have created a stimulating environment that encourages communication and language development. This involves being a good role model, using expressive language, providing opportunities for interactions and adapting activities to suit individual needs.**

## Influence Aspirations

**When influencing our children's aspirations, we nurture children's self-belief, curiosity and awareness of the wider world. Teachers foster aspirations by celebrating children's interests and linking them to real-world roles. Diverse stories and role models are shared, exposing children to characters and people from different backgrounds, careers and achievements.**

## Nurture Curiosity

**Nurturing curiosity is central to fostering a love of learning and exploration. Teachers create enabling environments that invite investigation and experimentation. Child-led play is prioritised and teachers encourage this through inquiry based language. Provocations spark imaginative thinking while sustained shared thinking helps deepen children's understanding.**

## British and Christian Values

**In EYFS British values are embedded through collaborative rule-setting, choice-making opportunities and celebrating diversity, fostering children's understanding of fairness and community. Values such as kindness, forgiveness and love are woven into daily routines, stories and everyday practice within EYFS.**

## Opportunities to Build on Knowledge and Skills

**Children build knowledge and skills through play-based learning that embeds spaced learning and retrieval opportunities. Teachers revisit concepts over time and staff use open-ended questioning and reflective discussions to prompt recall and make links to new experiences**

## Wellbeing and Health

**Daily routines promote healthy habits and regular physical play and mindful activities nurture their mental wellbeing. Teachers foster emotional security through strong nurturing relationships and built trust to support children articulating their feelings. Partnerships with families support staff addressing individual needs and build positive relationships.**



# Inclusive Practice in EYFS:

## EYFS as the Bedrock of Learning:

**Our high expectations will enable each child to develop socially, physically, intellectually and emotionally and to achieve their full potential. We will offer a structure for learning that has a range of starting points and unlimited availability for development through a wide range of new and exciting first-hand experiences that will give children the opportunity to consolidate, explore and test their skills, knowledge and understanding alongside existing experiences. We will ensure that children are kept healthy and safe and that they achieve the knowledge and skills they need to start school. We promote cultural capital by building on our early experiences to give children opportunities to be curious, explore, try new things, and experience awe and wonder.**

## Strong Foundations:

**At Parish Primary School, we are committed to laying strong foundations for every child's lifelong learning, well-being, and success. Our approach is rooted in the principles of the Early Years Foundation Stage (EYFS), recognising that the early years are critical for building the skills, attitudes, and knowledge children need to thrive. We believe that high-quality early education begins with strong relationships, a secure and stimulating environment, and a well-planned curriculum tailored to each child's needs, interests, and developmental stage.**

## Meeting the needs of all learners:

**At Parish, we aim to provide all children with equal access to all aspects of school life and work to ensure that every child is valued fully as an individual. Children will be given appropriate support to enable them to benefit from the curriculum. This includes children that are more able, those with specific learning difficulties and disabilities. This means that every child makes progress at their own level. To support with communication and language our setting has a classroom environment that supports language development at all stages including verbal and non-verbal communication through use of widgets, visual timetables, calm corner, etc.**

## Developing Cultural Capital:

**At Parish Primary School, we understand Cultural Capital as the essential knowledge, experiences, language, and values that children need to prepare them for future success. To support this each class go on two 'Pots of Gold' trips each year and participate in our Passport of Experiences to further enhance their learning. Each child brings with them their own cultural capital based on their life experiences and background. Our role is to build on what each child already knows and can do, while enriching their experiences and broadening their understanding of the world.**



# Wider Curriculum Considerations in EYFS:

## Teaching Pedagogy:

- Provide an atmosphere where children can be happy, safe, valued, gain confidence and achieve greater independence.
- Provide a child-friendly environment that is safe, caring and stimulating.
- Provide an environment where no child should be excluded or disadvantaged.
- Build upon what children already know and what they can do.
- Promote children's social, intellectual and physical development through play and directed activities.
- Provide, through a stimulating environment, opportunities for the child to develop a positive attitude to learning and an active interest in the world around them.
- Develop a working partnership between parents/carers and the school in order to establish an accurate understanding of each child's individual needs.
- Work within the guidelines of the Statutory Framework for the Early Years Foundation Stage supported by Development Matters.

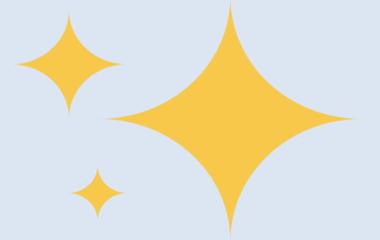
## Staff CPD:

Staff continued professional development is crucial to our setting. It improves children's outcomes through high-quality teaching and care, builds staff confidence and competence in each area of learning, supports safeguarding knowledge and compliance and promotes reflective practise and professional growth. Each year staff receive safeguarding training. This year to support with communication and language staff will undergo NELI training to support with the teaching and implementation of the NELI programme. Class teachers receive half-termly training and updates through LDST networks and EY Hub meetings. In Mathematics with the implementation of a new scheme there will be training to successfully embed the programme.

## Assessment:

Effective planning builds on and extends what children know and can do and is the key to making their learning exciting, varied, and progressive. To understand and consider the child's current learning and development needs, planning starts with observations of the child. Assessments are then made based on observations about the child's learning and development. These assessments are then used to inform planning the "next steps" of the child's learning and experiences.

- Observations are carried out in variety of ways - individually, in small groups, as part of class, adult led or child-initiated. (This will be gathered via 'Evidence Me')
- Special files, tracking half-termly activities, photographs, WOW Moments (parent/carer contributions) and other methods of evidence collection are used and then analysed to highlight achievements and/or need for further support.
- Assessments are the decisions then made about the child's learning/development using 'Evidence Me' reports, teacher knowledge, Read Write Inc and Maths No Problem assessments. The EYFS Profile is used as a summative assessment at the end of the Reception year. It summarises and makes statements about the child's progress towards the revised Early Learning Goals. (September 2021)
- Planning has two stages - long term and short term. 'Long Term' planning shows an overview of the experiences to be covered and skills to be taught and 'short term' planning (weekly/daily) shows how each child's learning and development to be supported. In addition, we have 'knowledge planners' that outline the discipline of each subject, including assessment, continuous provision opportunities as well as termly planning.



# Our exciting EYFS offer:

## Dough Disco

In EYFS, the children have access to Dough Disco sessions. Dough disco exercises the fingers to improve fine motor control and gross motor skills. The simple, fun exercises help children prepare for writing while following instructions and having fun. This benefits children because they need to have strong muscles in their hands to enable them to write effectively as well as use instruments like scissors, glue or small tools.

## Tales Toolkit

At Parish, we use Tales Toolkit – an innovative, award-winning storytelling resource that helps children build imagination, confidence, and communication skills. Through simple story structures and interactive props, our children create and share their own stories, developing key skills in literacy, creativity, problem-solving, and emotional understanding. Tales Toolkit supports all areas of learning and gives every child a voice, helping them to explore ideas, work together, and think independently – all while having fun!



Tales Toolkit

## Squiggle While You Wiggle

In Nursery, our children participate in Squiggle Whist You Wiggle sessions to help them develop the gross and fine motor skills needed to improve the core strength needed for good handwriting. Through a mixture of movement, dance and scribbling. This means our children have the opportunity to build strength and understand the movements needed to write letters later on. Take a peek and try some moves at home:  
<https://youtu.be/ptFAL-eSvxU>

## Forest School

Our Forest School experts offer hands-on learning sessions in nature, helping our young children to develop confidence and independence. Through activities like den building, exploring wildlife, and natural art, pupils learn problem-solving and resilience while enjoying the outdoors. Children learn to take safe risks, work together, and develop a deep connection with nature, supporting their overall wellbeing and readiness for future learning.



## Fine and Gross Motor Skills

Both fine and gross motor skills are essential in EYFS for independence, confidence, and learning across all areas. Staff expertly plan opportunities throughout the continuous provision to develop these vital skills. From using tweezers, Pen Disco Funky Finger sessions, to big movement activities and outdoor equipment such as bikes and decorating brushes, our children are able to navigate and explore the world with confidence and independence.

## Talk Through Stories

The Talk through Stories approach helps to build children's oracy and prosody, whilst simultaneously developing children's language and vocabulary comprehension skills. Becoming a fluent, skilled and attentive reader starts at the earliest stages, before children even encounter a book for the first time, driven by the quality of talk with them that expands their vocabulary and comprehension. Sessions are designed to develop comprehension and foster a love for reading. These begin with a greater focus on listening comprehension, moving towards developing an understanding of written (language) comprehension.

## Early Talk Boost

Talk Boost helps children improve their language and communication skills through fun group sessions and activities at home. It supports vocabulary, listening, and conversation, giving children the confidence to express themselves. The programme is designed to accelerate progress and close the gap between children and their peers by boosting vocabulary, communication, and confidence.

NELI (Nuffield Early Language Intervention) NELI helps Reception children improve their language and communication skills through fun small-group and one-to-one activities. It focuses on vocabulary, listening, storytelling, and early phonics, helping children catch up with their peers and build confidence. Our teachers swiftly identify children who will benefit from this intervention so that it has the maximum intended impact.

